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ABSTRACT

Illinois, a large and predominantly urban state, is growing very slowly. It has not done well in creating new jobs; manufacturing jobs declined more and service jobs increased less than nationwide. The state is, however, a national leader in beef, hog, and soybean production. Chicago, in addition to being the financial capital of the Midwest, is one of the three places in the country where law and finance have converged to form a massive new industry related to "the making of money." Chicago has outstanding facilities for higher education, with 34 private colleges and universities and 25 public ones. The state's per capita income to per pupil expenditure ratio suggests, though, that Illinois is seriously deficient in its support of public education. Within Chicago, there are no predominantly low-income White schools and no middle-class Black or Hispanic schools; virtually all minority innercity high schools lack basic precollegiate courses. Illinois has succeeded in building a major system of higher education, including both public and private institutions, that is diverse and of high quality. Although funding has been inconsistent in recent years, the system still works well, even though it seems to ignore the unique needs of Chicago. (20 references) (KM)

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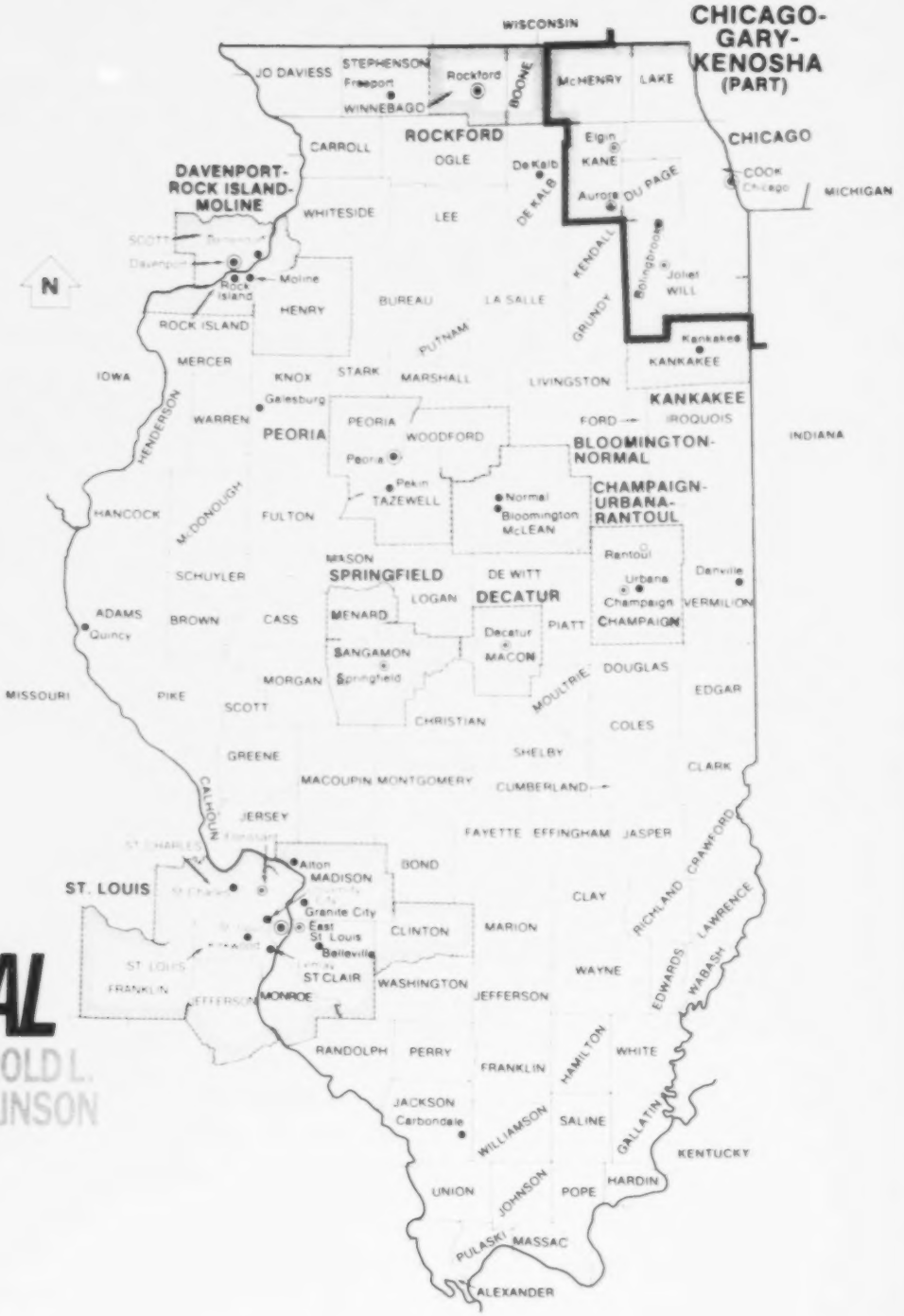

THE STATE AND ITS EDUCATIONAL SYSTEM

BY HAROLD L. HODGKINSON

EA 021 486

THE INSTITUTE FOR EDUCATIONAL LEADERSHIP, INC

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However, the selection of data and interpretation are the sole responsibility of the author.

Harold L. Hodgkinson
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COVER NOTE:

This unusual map of Illinois shows where people live. The shaded lines mark metro areas, where 81 percent of Illinois citizens live. Note that St. Louis is now the second largest metro area in Illinois, about 40 percent having crossed the river. Similarly, Chicago is now a three-state metro including Gary and Kenosha from Indiana and Wisconsin, respectively. More talks with other state governments are an inevitable part of Illinois' future, as cities do not stop growing when they come to a state line! "People maps" like this one are becoming increasingly useful to politicians, marketers of products and services, and to those planning educational programs as well.

ILLINOIS:
THE STATE AND ITS EDUCATIONAL SYSTEM

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ILLINOIS—THE STATE AND ITS EDUCATIONAL SYSTEM

Although the "Heartland" is very difficult to define (just like "Dixie"), Illinois is the only state that combines the aspects of the Great Lakes—manufacturing, ethnic diversity, unions, large urban centers—with those of the Great Plains—rural, agricultural, small town, low diversity. Many people describe Illinois in terms of Chicago—the authors of the excellent *Book of America* devote 16 pages to Chicago and only 9 to Illinois! No other city dominates its state in quite the same way.

But if you were asked to name the *second* largest metro area in Illinois, you would most likely get it wrong. The second largest metro in Illinois is actually St. Louis, over 40 percent of which is now located in the state of Illinois. (As other state profiles in this series have pointed out, cities do not stop growing when they come to a state line. The largest metro in Arkansas is Memphis, most of Omaha is now in Iowa, while the Boston metro continues its march into New Hampshire.) This eastward migration of St. Louis, extending all the way to Clinton County, includes far more than just East St. Louis, a city with a very high murder rate. In addition, Chicago itself has been moving eastward, and now includes Gary and Kenosha in the metro population. As time goes on, Illinois will have to pay more attention to the interstate compacts which will be needed to coordinate both St. Louis and the Gary-Kenosha sectors of Chicago, not to mention the Appalachian connection with Kentucky in the southeastern sector.

One does not think of the legislature in Springfield as a hotbed of innovation. One thinks rather of patronage systems, some of the roughest prisons in the nation, continued racial segregation and strife and machine politics. To do so is not to be fair to the major revision of the state constitution in the 1970's, the creation of one of the most splendid systems of higher education anywhere, as well as the redevelopment of the downtown areas of both Chicago and Springfield. (On the other hand, Pierce and Hagstrom have written that in the 1970's, the Governor of California had 120 patronage jobs to fill, Oregon 12, Iowa 35, Wisconsin 26, and the Governor of Illinois 15,000, with the mayor of Chicago having twice that many!) Certainly there are vestiges of the old system in Springfield, even though the legislature acts far more responsibly today.

Having established that there *is* an Illinois in addition to Chicago, let's turn to look at the state's profile before doing an analysis of Chicago (see page two).

What we see here is a very large state, growing *very* slowly, with more ethnic diversity than any other Midwest state, almost entirely located in the Chicago metro. It is a very urban state, with 80 percent of its people living in cities, giving it a high level of population density. One-quarter of all babies born in the state are born out of wedlock. In addition, a large number of babies die in the birth process, even though there are a large number of doctors in the state.

One surprise is that the crime rate is comparatively low, as is the prisoner rate and the increase in the number of prisoners since 1980. Illinois ranks 15th in state and local taxes per capita but 30th in per capita expenditures, as well as having many citizens in need of poverty services like food stamps. Personal income has not increased as fast as the country as a whole.

The state has not done well in creating new jobs—Ohio, Michigan and Indiana all added more new jobs than Illinois, even though their total populations were smaller. Manufacturing jobs declined more and service jobs increased less than nationwide. The average person in Illinois was behind the nation in personal income increases, although the data on new housing starts suggests that the economy may be perking up. Illinois is very dependent on nuclear energy, which could produce some problems in the years to come. Although traffic jams are numerous, they are less severe than in states with a higher number of cars per household. Although Chicago dominates the state's economy, it is worth looking to see why Illinois weathered the 1982 recession better than many other states. In the chart on page three the first column indicates the percentage of workers in that area, the second how the area compares with the U.S. as a whole.

Although the number of workers is small, Illinois is a national leader in beef, hog and soybean production. Once one leaves Chicago, one is in an overwhelmingly agricultural state, and a profitable one at that. It is the *combination* of this "downstate" profitable agriculture with the Chicago-based industries in manufacturing, finance, transport and communications that has allowed the state to recoup faster than Michigan, Pennsylvania or Ohio

ILLINOIS STATE PROFILE

Total Population, 1987	11,582,000	6th	
Population Change, 1980–87	+1.4%	44th	(U.S. average: +7.4%)
People per square mile, 1987	208	11th	(U.S.: 69)
Black Population, 1988 (projected)	1,832,000	4th	
Percent Black, 1988 (projected)	15.6%		
Hispanic Population, 1980	635,000	5th	
Hispanic Increase, 1970–80	+242,255 (61.1%)		
Birth Rate, 1985	15.7	23rd	(U.S.: 15.8)
Teenage Births, 1985	12.5%	20th	(U.S.: 12.7%)
Births out of wedlock, 1985	25.7%	9th	(U.S.: 10.6%)
Infant Mortality, 1985	11.7%	10th	(U.S.: 10.6%)
Abortions per 1,000 live births, 1985	23.8	22nd	(U.S.: 28)
Doctors per 100,000, 1985	205	12th	
Crimes per 100,000, 1986	5,546	17th	(U.S.: 5,480)
Prisoners per 100,000, 1986	168.4	30th	(U.S.: 226.8)
Increase in Prisoners, 1980–86	+63.5%	27th	(U.S.: +65.7%)
State and Local Expenditures per capita, 1985	$2,173	30th	
Taxes per capita, 1985	$1,474	15th	
Total Federal Expenditures in Illinois, 1986	$30.1 Billion	7th	
Food Stamp Recipients per 1,000, 1986	63.4	11th	
Retail Sales per capita, 1986	$5,721	38th	(U.S.: $6,123)
Manufacturing Jobs, 1980–86	−23.4%	49th	(U.S.: −6.4%)
Service Jobs, 1980–86	+19.5%	39th	(U.S.: +29.1%)
Increase in Personal Income, 1985–86	+ 5.5%	32nd	(U.S.: + 6.3%)
Increase in Housing Starts, 1985–86	+40.6%	2nd	(U.S.: +11.6%)
Percentage of Nuclear Energy	40%	8th	(U.S.: 16.7%)
Vehicles registered per 1,000, 1985	674	40th	(U.S.: 743)

from the recent manufacturing trauma, but not the creation of new jobs.

In addition, Illinois' new jobs have added to the low-paying service sector more than any other, making the total work force skewed toward low income. (This is why in the U.S. in 1987, 3.5 million workers worked full time, yet were eligible for poverty benefits.) Indeed, for every new job created in Illinois for a computer programmer, 9 new jobs are created for cashiers! The state's job profile is shown opposite.

Whether the St. Louis metro, being about half in Illinois, will be a blessing or not will be an interesting political and economic issue in the years to come. (And it is equally important to consider Chicago—Gary—Kenosha as a metropolitan confluence of three states, while Davenport, Iowa is an important part of Rock Island—Moline, as our cover map shows.) There is more to Illinois than Chicago, economically speaking. However, having proved the point, we need now to turn to an analysis of this major city in the context of the state as a whole.

Who Does What in Illinois?

Finance Managers	21,100
Engineers (all)	68,700
Doctors	22,800
Dentists	6,100
Lawyers	28,800
Computer Programmers	17,800
* * * *	
Secretaries	208,700
Fast Food Workers	222,000
Janitors	149,200

(*Occupational Outlook Quarterly*, Winter, 1987)

JOBS AND BUSINESSES IN ILLINOIS

	% WORKERS	NET (U.S. = 100)
AGRICULTURE, FOREST, MINING, FISHING	2.9%	73
CONSTRUCTION	4.6%	78
MANUFACTURING	25.8%	115
TRANSPORT, COMMUNICATIONS	8.0%	110
RETAIL, WHOLESALE TRADE	20.6%	101
FINANCE, INSURANCE REAL ESTATE	6.8%	113
BUSINESS, REPAIR, PERSONAL SERVICE	7.5%	89
PROFESSIONAL SERVICES	19.6%	97
PUBLIC ADMINISTRATION	4.3%	81

CHICAGO AND ITS STATE

The Chicago metro area, with its 9 million people, spent about $75 billion in 1987 on goods and services. In addition to being the finance capital of the Midwest, it is one of the three places in the country in which law and finance have converged to form a massive new industry related to what Toqueville called "the making of money." (New York and Los Angeles obviously are the other two.) Its transportation resources are huge, as befits a gateway city: six interstate highways, 18 rail trunk lines, more trucks registered than anywhere in the country except Dallas-Ft. Worth, 100 million tons of barge-boat shipping and three airports which in 1988 rival New York for total passengers.

Chicago has been a haven for architectural innovation ever since the fire on October 8, 1871 leveled much of the city which then had to be rebuilt. (One of the ironies of history is that on the same day, a more severe fire in Peshtigo, Wisconsin, its flames fueled by a real tornado, destroyed the town and killed over 1,150 people in one hour, compared to Chicago's 250 fatalities over the fire's four days. Peshtigo will always remain a footnote to history, despite the enormity of the tragedy.) Chicago has built more than factories and office buildings. As a major center for the arts and cultural activity, these buildings are unusually well-designed. Although Minneapolis-St. Paul could challenge on a per capita participation in the arts, Chicago is the dominant cultural center in the Midwest.

Being a gateway city today means more than rail and truck. Chicago is the mail order capital of the nation if not the world, and more telephone trunk switching equipment is located there than anywhere else. The transportation of electrons through wires is *the* major system of both communications and transportation, and Chicago is the electronic gateway city as well. In that the motto in the electronic data base business is "he who controls the switch, controls the world," Chicago's future in electronic transportation remains very bright, in that a fee can be charged to *someone* for every electron that passes through Chicago.

Chicago is a city with outstanding facilities for higher education, with 34 private colleges and universities and 25 public ones. It is also a well-educated market, in that twenty-five percent of householders in the metro area have a college degree, higher than New York and Los Angeles.

But in the 1980's, job declines in Chicago were staggering. From 1979 to 1984, according to one source, Chicago lost 170,000 manufacturing jobs, more than the total manufacturing jobs in Pittsburgh or Philadelphia, and almost as many as in Cleveland. Small businesses in Chicago were not ready to take up the slack, as too much attention

BLACK CORE CITY VS. SUBURBAN RESIDENCE

	BLACKS IN MSA	BLACKS IN CITY	BLACKS IN SUBURBS	
1. MIAMI	281,000	87,000	194,000	(69%)
2. NEWARK	406,000	191,000	215,000	(52.9%)
3. DISTRICT OF COLUMBIA	870,000	448,000	422,000	(48.5%)
4. LOS ANGELES	943,000	504,000	439,000	(46.5%)
5. ATLANTA	525,000	283,000	242,000	(46%)
6. OAKLAND	263,000	159,000	104,000	(39.5%)
7. ST. LOUIS	319,000	206,000	113,000	(35.4%)
8. BIRMINGHAM	240,000	158,000	82,000	(34.1%)
9. PHILADELPHIA	883,000	638,000	245,000	(27.7%)
10. CLEVELAND	345,000	251,000	94,000	(27.2%)
11. NEW ORLEANS	409,000	308,000	101,000	(24.6%)
12. BALTIMORE	559,000	430,000	129,000	(23%)
13. MEMPHIS	363,000	307,000	56,000	(15.4%)
14. DALLAS	313,000	265,000	48,000	(15.3%)
15. DETROIT	891,000	758,000	133,000	(14.9%)
16. HOUSTON	513,000	439,000	74,000	(14%)

had been paid to giant manufacturers, and not enough to clever use of venture capital to aid small entrepreneurs. One obvious thought is the development of high tech companies, given the Chicago heritage of Motorola, Zenith, Admiral and Sunbeam. However, even with this history, Chicago is not developing the high tech industries one might expect. Partly this may be due to the lack of hands-on cooperation between Chicago universities and local businesses. The University of Chicago has no engineering school, whereas in Champaign, the University of Illinois turns out more engineers than any other place. The Northwestern/Evanston Research Park is a step in the right direction.

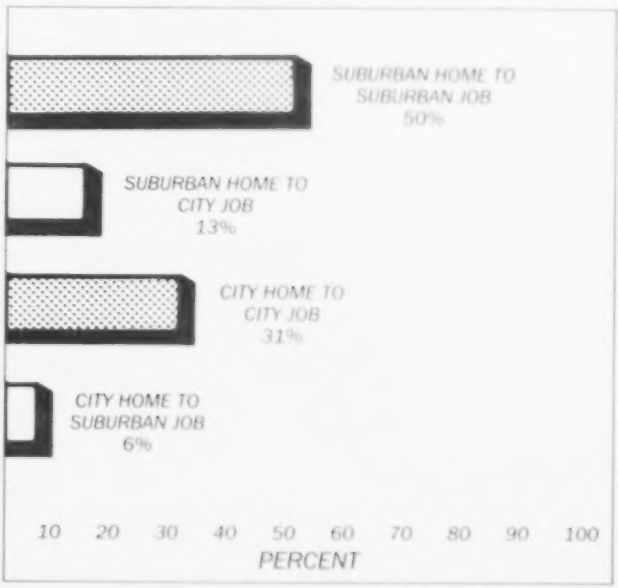
At this point we need to realize an essential difference between Chicago and the other two majors—in Chicago, *almost two-thirds of all income goes to households in the suburbs*, a much higher proportion than in the other major metro areas. Chicago suburbs are rich, well-educated, and unusually white. In *All One System*, I compared the percentage of blacks living in suburbs of major cities, to find that Chicago doesn't make the top sixteen (see above).

If we compare Chicago city with Chicago metro data, it is clear that money, education and jobs have moved to suburban Chicago, but minorities have not! See page five for a few comparisons.

Overall, this means that only about 9 percent of Chicago's black citizens live in suburbs (compared to 69 percent for Miami), while 18 percent of Chicago's Hispanics are suburban. Indeed, Hispanics are Chicago's most rapidly growing group, with Asians not far behind (and almost *half* of Chicago's Asian adults possess a college degree). About 63% of Chicago's Hispanics are Mexican-American, 21% Puerto Rican, and 3% Cuban, with over 10% being from another nationality. The Hispanic population is very young, 76% being under 35, and only 9.6% over 50, compared to 24.9% for the whole Chicago population. Four out of five speak both Spanish and English. While Hispanics are 23% of the Los Angeles market and 15% of New York's, they are only 7% of the Chicago market. Chicago ranks 41st in Hispanic-owned businesses with 4,562. While the number of black-owned businesses was considerable (13,660), the large black population took down the index of businesses per 1,000 blacks.

The movement of jobs to suburbs can be easily tracked by commutation patterns for 1984:

CHICAGO COMMUTATION PATTERNS—1984


SUBURBAN HOME TO SUBURBAN JOB 50%
SUBURBAN HOME TO CITY JOB 13%
CITY HOME TO CITY JOB 31%
CITY HOME TO SUBURBAN JOB 6%
10 20 30 40 50 60 70 80 90 100
PERCENT

	Chicago City	Chicago Metro
Blacks	1,197,000	1,353,000 (156,000 suburban)
Hispanics	423,000	519,000 (96,000 suburban)
Percent White	61%	91.8%
Percent Black	36%	6.0%
Percent Hispanic	10.8%	3.7%
College Graduates	12%	18%
High School Dropouts	33%	15%
Households under $15,000	38%	13.6%
Households over $50,000	10%	24.6%

If anything, the percentage of suburban jobs has increased in most recent years, especially along the "suburban growth corridors" located on interstate highways from Oak Brook to the Argonne Labs. Suburban jobs are 31% management-professional, compared to 24% for the City, while the low end of the service jobs as well as laborers, are heavily in the City compared to the suburbs. The inability of landlocked minorities to get to these good suburban jobs will continue to be a problem for Chicago. Education for Chicago minority students will do little good until the job structure is accessible to them. Why the Chicago ethnic enclaves are so resistant to diversity is something of a mystery. Westchester County, New York, is now about 12% minority, while Cicero, Illinois has almost exactly the population it had thirty years ago.

In sum, Chicago remains a giant among cities. Its diversified economy remains strong, especially in finance. However, it is weak in job growth, new business starts, and access to job mobility for minorities, especially in the suburbs. For many years, Chicago has depended on the clout of a few big companies to carry the city. Entrepreneurship was not necessary if the big companies could support the economy. Chicago in the Nineties will have to resume the tradition of hard work and creativity that made it a great city in the first place. That means a particular concern with opening access for minorities, in school and work, not out of some liberal ideology but out of a pragmatic urgency.

Let's now turn to the Illinois educational system, which will be followed by a look at Chicago (see page six).

For a state with the 10th highest per capita income in 1986 to rank 20th in per pupil expenditures for the same year suggests a state which is seriously deficient in its support for public education. In addition, Illinois is one of the few states in which elementary school enrollments have not begun to pick up, although the losses are less than in some other states, and will begin to plateau as some increases move into early elementary years and then work their way through the grades. Minority populations are about at the national norm (30%) but are concentrated in the Chicago metro area. Illinois is the only state in the "Heartland" with this high of a minority percentage. Similarly high numbers exist for kids who speak a language other than English at home, and particularly for immigrant children. This diversity (largely in the Chicago area) can become an economic advantage in the future, if the state plays its cards right.

Although one needs warning labels on the tests, ACT scores are about on average for the 28 states using the test, and 63% of students took the test in Illinois in 1987, a reasonable sample, although it tells us nothing about the 40% of high school graduates who did not take the test.

About 15–16 percent of Illinois' children are in a private school setting, well above the national average of 11-12 percent. The reasons for this high figure are not entirely clear, but Chicago runs the third largest parochial school system in the nation, right behind New York and Pennsylvania, which certainly accounts for some of it. In addition, Illinois is one of the few states that has maintained a majority of local funding for public schools, as most have moved increasingly to state financing (and increased state control over school policy). Illinois does a better than average job of locating handicapped children and getting them into special classes to meet their needs.

Illinois' graduation rate, even given the lack of precision of the numbers, could be better, declining from 76.1% in 1982 to the 1986 rate of 75.8%, a period when U.S. schools were increasing from 69.5% to 71.5%. While Illinois remains above the national average, the decline needs to be turned around. The figure for youth in poverty is below the national figure, again a positive sign for the state's future, given the diversity of student background. Most of this diversity is in the Chicago area—there are some areas in the southeastern part of Illinois with very few minorities.

CHICAGO SCHOOLS

A word needs to be said about the unique aspect of Chicago's schools vis-a-vis the state. We have already commented on the unique feature of Chicago, in that 2/

	1981-82	1986-87
Elementary Enrollment	1,304,192	1,249,340
Secondary Enrollment	619,892	575,845
Total Enrollment	1,924,084	1,825,185
School Funding:		
Federal Sources	8.6%	7.4%
State Sources	38.7%	40.3%
Local Sources	52.6%	52.3%
Enrollment Change, 1980-85	-7.9%	39th (U.S.: −3.6%)
Teacher Salary, 1987	$28,238	11th (U.S.: $26,551)
Per Pupil Expenditure, 1987	$ 3,980	20th (U.S.: $ 3,970)
Percent 5-17 Year Olds in Poverty, 1984	14.1%	23rd (U.S.: 15.3%)
Percent Minority, 1987	30%	19th (U.S.: 30%)
(OCR Source, 1984: 35.3% Minority, 24.8% Black, 8% Hispanic, 2.3% Asian, .1 Native American)		
Percent Handicapped, 1987	13.6%	6th (U.S.: 11%)
Graduation Rate, 1986	75.8%	21st (U.S.: 71.5%)
ACT Mean Score, 1987	18.9	15th (of 28 states; 63% of seniors took test)
Private School Enrollment, 1980	353,066 (281,041 Catholic)	

3rds of all income goes to households in the suburbs, a far higher figure than either New York or Los Angeles. In addition, we have seen that *jobs* have moved to suburban Chicago very rapidly. We have also seen that minorities in Chicago have had a uniquely difficult time in being able to move to the suburbs.

The most rapidly expanding minority group in Chicago city schools, as well as in its 85 suburban districts that run high schools, is Hispanic, doubling in the city from 10% to 20% from 1970 to 1981, while gaining from 2% to 4% in suburban schools, and from 8% to 16% of Catholic school enrollments during the same period. Hispanics living in the city in 1986 were attending school with 79% minority enrollments, while suburban Hispanics were attending schools with 71% white students. Gary Orfield has pointed out the very high relationship between minority status and poverty in Chicago city schools. He found no predominantly low-income white schools, and no middle-class black or Hispanic schools. A number of virtually all minority inner city high schools lacked basic pre-collegiate courses like physics and foreign languages, and had very small numbers of counselors to assist bright students in preparing for college. As Orfield put it, "...not only were minority students segregated in schools with much greater rates of dropouts and much lower test scores, but even the motivated and talented students who were there were damaged by the loss of vital pre-collegiate resources and opportunities."

From 1967 to 1986, according to Orfield, the Chicago white school enrollment dropped from 41% of the total to *14%* by 1986. He also showed us that when white populations decline in city schools, the schools do not become all black, they tend to become ethnically diverse, adding large numbers of Hispanic and Asian students. Today, Chicago's Hispanic students are even more segregated than the city's black students, suggesting the need for a return to the concerns for equity that began three decades ago. Hispanic fertility rates are high enough to ensure that even more children will enter Chicago schools and be educated in virtual isolation from white and from middle-class populations of whatever ethnic background.

Given the facts about suburban domination of income and jobs, it may be time to consider a form of reorganization similar to the successful Louisville policy of redefining the school district to include suburban populations, a major factor in their successful voluntary school desegregation plan. Minnesota and some other states have begun considering such ideas.

However, as this is written, another solution is at hand, in the form of the Chicago plan, currently under "amendatory veto," an Illinois procedure which allows the Governor, in essence, to enact the legislation while specifying a list of changes which the legislature when it returns in November must either accept with a majority vote, override with 3/5ths, or let the bill die. The Governor's changes are relatively minor considering the urgencies of the schools, but the current bickering suggests the difficulties of major school reform.

The major elements of the plan are the substitution for the current school board of parent-dominated, local school

boards at each school, eliminating life tenure for principals and substituting three-year "performance contracts," and mandating a 25% cut in central school bureaucracy. An oversight committee of seven would be able to monitor the results and impose sanctions if needed. (In his "veto," Governor Thompson insisted on having equal power with Chicago's mayor in naming the members, an idea opposed by Chicago's black legislators.) Although all big city schools get dumped on by their state legislature, the enmity with which Chicago schools are regarded in Springfield is something of a special case. The tax increase which would implement the reform will be withheld until after some results are seen, a circular position at best. In addition, the legislation calls for *no* new educational services for children, like early childhood education or small classes.

The November decision on this issue will be a bellweather for other large city school systems as well. If only the Louisville solution could be applied to Chicago! When suburban schools see their futures directly influenced by the success of inner city schools, then action takes place out of self-interest, one of the most powerful motivators around. The current reform effort, even if implemented, will leave Chicago suburbs almost untouched, free to exploit the advantages of having money, talent and jobs sucked out of downtown and into their admittedly excellent schools. All this while Chicago remains one of the financial capitals of the world!

ILLINOIS HIGHER EDUCATION

While the schools are in some difficulty, there is no doubt that Illinois has, over the years, built a major system of higher education, diverse and of high quality, including both public and private institutions (see below).

Looking behind some of these numbers, we see a diversified set of institutions with a strong private component. In addition to a large community college effort, Governors State and Sangamon State Universities also serve many older students as a senior college, enrolling only those with two years of higher education completed. The excellence of the University of Chicago, Northwestern and Champaign-Urbana, both in sciences and in humanities, is widely acknowledged. (Chicago brought us the "atom smasher" as well as the Committee on Social Thought!). Two-year institutions of very high quality exist throughout the state. Research and development are well organized in higher education, making the state a good candidate for awards like the MCC and Collider competitions.

Coordination of the state's higher education systems has been very decentralized over the years, until a "superboard" was developed in the Sixties to coordinate the five governing boards. This issue of institutional and governing board autonomy has been around for a long time in Illinois. While funding was excellent during the "glory years" of the Sixties, the late Seventies and on into the Eighties have found some major slowdowns in higher education funding. Higher education is caught on the legislature's decision to withhold increased educational funding until the Chicago school reform issue is resolved. In addition, an unusually high number of faculty have left Illinois higher education because of the failure to raise the state income tax for education, and the consequent lack of raises.

At 22 percent minority students in higher education and 30 percent in public schools, the higher education system could be said to do reasonably well in terms of equity, even though community colleges are doing more than their share. However, some interesting efforts are now underway to attract more talented minorities into schools of

ILLINOIS HIGHER EDUCATION

Public 4-year institutions	**12**
Public 2-year institutions	**47**
Private 4-year institutions	**91**
Private 2-year institutions	**13**
Total	**163**
Public 4-year enrollment	**195,662**
Public 2-year enrollment	**334,887**
Private 4-year institutions	**147,589**
Private 2-year enrollment	**8,767**
Minority students	**22%**
Percent minorities in public institutions	**81.6%**
Percent minorities in private institutions	**18.4%**
Illinois residents attending Illinois institutions	**85%**
State funds for higher education operations, 1987	**$1,331,564,000**

education to prepare for teaching careers in the schools, and graduate programs are being encouraged to enroll more minorities in doctoral programs aimed toward producing college faculty. The state is fortunate in that it produces more teachers than it can hire (except for bilingual and special education). The state coordinating board is playing a leadership role in these endeavors.

Partly due to the fact that the public "flagship" is located in Champaign-Urbana, higher education in Illinois has not done enough to provide for the educational needs of Chicago, from teachers in their schools to engineers for their corporations, even though the University of Illinois has a large campus located in Chicago. Neither Northwestern nor Chicago have given much thought to their contributions to the enrichment of the Chicago economy, jobs and educational system. Here is an area in which a small effort on the part of Illinois' leading institutions of higher education (including the excellent community college system) could produce major returns for all parts of the state's educational system, in terms of funding, program quality and equity within the state.

ILLINOIS—GENERAL CONCLUSIONS

1. Illinois needs to diversify its economy, both in terms of developing new jobs and in making sure that the jobs are available to those that need them the most. At the moment, there is discouragement among many of Chicago's landlocked minority persons, who see jobs developing in suburbs where they cannot move. Why should they stay in school and get job training for jobs they can't get to? Although this is admittedly a complex issue, one clear effort would be to *develop new jobs and new small businesses in the City of Chicago itself*. This is one area in which Chicago's business, education and political communities could clearly move together. Both black and Hispanic business ventures could be increased significantly without major infusions of new capital. There is a need for more success models for kids in the city itself.
2. The existing Chicago school reform legislation will either stand or fall in November, 1988. Regardless of the decision, there needs to be a commonly held recognition that a disproportionately high level of economic benefit goes to Chicago's suburbs. Just as Louisville's desegregation strategy revolves on a reformulation of the school district to *include* suburbs, some similar effort needs to be considered in Chicago. The Chicagoland superintendents meet each year in splendid suburban isolation, proud of their admittedly excellent school systems. Little if any attention is given at their meetings to the needs of the city without which there would be no suburbs. There needs to be created a metropolitan Chicago school organization, representative of *all* interests in the metro area, including suburbs and core city as well. The basic problem is a perceptual one, in that people do not tend to think of city and suburb as having any relationship.
3. In addition to beginning a program to develop new jobs and businesses in Chicago, other efforts will be needed to open up Chicago's suburbs to minorities. If Miami can manage over 60% black suburban populations, Chicago can certainly do better than 9%. If some jobs started moving toward the city, and some minority city dwellers had a chance to move to the suburbs, the combination might be highly effective.
4. A major problem for the state is the very large number of very small school districts, two-thirds of which are under 1,000 students and nearly one half are under 200. Illinois ranks third in total school districts, many of which are too small to function well, and are very expensive in per student cost, some consolidation of these tiny districts is clearly in order.
5. Chicago's universities and colleges, excellent though they are, have not done much to improve the city in which they reside. Cooperation between the University of Chicago and Argonne Labs has been excellent, but has not improved the city to any appreciable degree. In teacher training and in engineering, Champaign-Urbana's formidable resources also need to be brought into the fray. There is a real sense in which Springfield has virtually written off Chicago as "money down the rathole," and that perception is communicated very effectively throughout the state. The state's many resources—fiscal and human—need to be integrated in the service of the people who need services the most. (One program, *Parents Too Soon*, was cleverly funded by the state to each of three state agencies, which were forced to develop the program together, a salutary and useful innovation which other states should pick up on.) With a stable (and therefore aging) population, the state needs to develop educational programs that *create* winners, not just *pick* them. Every child in Illinois needs to succeed in school and at work if Illinois' economy and quality of life are to get back on track. The tradition of which Carl Sandberg wrote—diversity, hard work, opportunity for all who aspired for a better life in the future—may need to be reinvigorated for our time and conditions.

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ILLINOIS—SUMMARY OF MAJOR POINTS

1. Illinois is a very large state which combines aspects of the Great Lakes (manufacturing, big cities, ethnic diversity) with those of the Great Plains (major farming base, small towns, low diversity). The second largest metro area is now St. Louis, which is moving eastward, while the Chicago metro actually combines Gary and Kenosha.
2. Even with the very large and successful farming operations in the southern part of the state, it is Chicago and its 9 million people buying $75 billion in goods and services each year that dominates the state's economy. While the state suffered a very large decline in manufacturing jobs, Chicago's strong showing in finance has helped the state ride out the 1982 Recession in reasonably good shape. A major problem is the rapid increase in low-paying service sector jobs throughout the state.
3. One quarter of all babies born in the state are born out of wedlock. As is usually the case, a high rate of infant mortality and handicapped kids are accompanying factors.
4. In Chicago, a major problem is the number of jobs that are moving to the suburbs, given the fact that minorities in Chicago have a strikingly low rate of access to suburban housing. With white enrollment in Chicago city schools at 14 percent, good jobs in the suburbs, landlocked minorities in Chicago have no clear path to better themselves, particularly because of the low level of college preparation in many Chicago high schools. The city could become a place where most residents will be rich or poor, with the middle classes all in the suburbs.
5. Because of its greater diversification, Illinois' economy has some built-in advantages over those of other Great Lakes states like Ohio and Michigan. However, Illinois is behind both states in the generation of new jobs, particularly those in the middle income area. This could become a severe problem in the next decade.
6. Given the fact that jobs and wealth have moved to the suburbs, the current "Chicago Reform" totally ignores the facts. To provide funding increases for a reform movement only after it has demonstrated success seems political in the worst sense. If the Governor and Legislature could stop playing games, the essence of the reforms—to bring schools back to neighborhood control and autonomy—could have some significant effects.
7. For those who do graduate from high school, Illinois has a remarkably diverse system of higher education waiting. Although funding has been inconsistent in recent years, the system still works well, even though it seems to ignore the City of Chicago.
8. Currently Illinois has a very stable population with few people moving in or out. (Of those moving in, a very large percentage are Hispanic, with Asian increases already underway.) Its economy is stabilized but not developing much, except in suburban growth corridors where very few minorities live. There is a need to get the state moving ahead, both in the areas of economic development and equity.

END

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